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AUTHOR	Rammuny, Raji M.; May, Darlene
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ABSTRACT

The new Arabic Proficiency Test for College Level is designed to serve the field of Arabic instruction in a number of ways. First, it will provide data on students' proficiency in Arabic. Second, it will aid in evaluating Arabic programs in American and Canadian higher institutions. Third, the results obtained from the users of the test will form the basis for developing norms of proficiency in Arabic against which the scores of succeeding students of Arabic may be interpreted. Finally, the answer sheetof the test is designed to retrieve information, which in turn will provide the basis for development of a scale to determine the reliability and validity of the test itself. The test consists of five content areas: (1) listening comprehension, (2) vocabulary, (3) grammar, (4) reading comprehension, and (5) writing. It is accompanied by a manual, a tape recording of utterances included in the listening comprehension section, student answer sheets, and two hand-scoring keys. The manual of the test contains a general description of the test, administration and scoring instructions, and sample questions and answers. A final report on the test accompanies the manual. (Author/LG)

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MANUAL

ARABIC PROFICIENCY TEST

(FOR COLLEGE LEVEL)

Prepared by

Raji Rammuny

Darlene May

with the assistance of

Nabih Alem

Nora Kalliel

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THE UNIVERSITY OF MICHIGAN
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1974

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INTRODUCTION

The newly prepared Arabic Proficiency Test, for College Level is designed to serve the Arabic-teaching profession in two ways:

1. to measure general proficiency of students of Arabic in order to evaluate their applications and/or place them in the classes appropriate to their level of proficiency

2. to aid in evaluating Arabic programs throughout the nation in terms of (a) levels of proficiency in Arabic rather than number of years or contact hours spent in studying the language, (b) types of Arabic taught, whether Medieval or Modern or a combination of both, and (c) language skills stressed. This, in the end, will contribute to the coordination of Arabic course offerings and the improvement of Arabic instruction in general.

The test consists of five content areas: (1) Listening Comprehension (2) Vocabulary (3) Grammar (4) Reading Comprehension and (5) Writing. It is accompanied by a Manual, a recorded tape of the utterances included in the listening comprehension section, students' answer sheets, and two hand scoring keys. Description of the content areas and the materials accompanying the test will be given in following sections.

The history of the test and the principles on which it was based will be included in the final report, which will be published in a forthcoming issue of Al-Nashra, Journal of the American Association of Teachers of Arabic. Copies of the final report will also be distributed to all colleges and universities having Arabic programs.

The set of test materials can be obtained through writing to:

Assistant to the Chairman
Department of Near Eastern Studies
University of Michigan
3074 Frieze Building
Ann Arbor, Michigan 48104

We wish to express our appreciation to the U. S. Office of Education and particularly Mrs. Julia Petrov, our Test Project Officer, for financial support and full cooperation; to Mr. Lee Beatty and his staff of the University of Michigan, Office of Research Development and Administration for their devoted assistance throughout all the phases of the project; to the AATA Board of Directors for entrusting us with the responsibility of carrying out this project; to the Department of Near

Eastern Studies of the University of Michigan and especially to its chairman, Dr. Ernest McCarus, and its office staff, for putting at our disposal office facilities, secretarial help, Arabic typewriters, and other things needed for the project, and to Professors James Bellamy and Trevor LeGassick of the Department's faculty for lending us a sizeable collection of their Arabic books; to our consultants, Dr. Ernest McCarus and Mr. John Upshur, who provided valuable suggestions and useful comments; to our responsible and patient part-time assistants, who helped in many valuable ways: Dr. Nabih Alem, who designed the answer sheet and scoring keys and provided assistance in organizing the test items, and Ms. Nora Kalliel, who helped in organizing the data collected, prepared one of the English selections for the writing section, provided helpful comments in the process of revision, and participated in writing the Manual; to Mrs. Mary Ann Wolf, assistant to the chairman of the Near Eastern Studies Department, who typed up the Manual and the English instructions in the test for the student booklet and helped in numerous other ways; to the Arabic typist, Mr. Abdel-Hafiz Shalabi. Finally, I want to thank my colleagues, members of the Test Committee, for their cooperative collaboration, and particularly Professor Darlene May, who generously gave more than her share of time in preparing this manual.

Raji Rammuny, Chairman
Arabic Proficiency Test Committee

I. GENERAL DESCRIPTION OF THE ARABIC PROFICIENCY TEST

The Arabic Proficiency Test is designed to distinguish various levels of proficiency in Arabic ranging from elementary through intermediate to advanced. It is composed of 100 multiple-choice items, objectively scored for a total of 100 points, and 3 written items to be scored according to guidelines included in the scoring section for a total of 20 points. The test items are intended to assess listening comprehension, vocabulary, grammar, reading comprehension, and writing skills in both Medieval (Classical) and Modern Standard Arabic.

All the multiple-choice items have been taken from medieval and modern literary works in order to test proficiency in the language as actually found in existing Arabic sources and to give an overall feeling of authenticity of language to the test as a whole. It is thereby hoped that the artificiality often found in items devised with a specific purpose in mind will be avoided. Some limited editing of a number of items, however, was found to be necessary in making them suitable to the range of levels.

Each student is provided with a packet of materials which contains the test booklet with goals and instructions, an information-answer sheet, and supplementary blank sheets for the writing items.

Each administrator of the test is provided with a handbook to facilitate the testing process, a recorded tape of the utterances included in the listening comprehension section, and 2 separate hand scoring keys: KEY #1 for the test as a whole and KEY #2 for the specifically medieval items . Sections II and III of the handbook are meant to be an aid in the administration and scoring of the test.

Total administration time is 3 hours. One-half hour is to be allotted for the Listening Comprehension Section and 2 1/2 hours apportioned by the student at his own speed for the vocabulary, grammar, reading comprehension, and writing parts. Additional time for administrative instructions and for the student to fill out the information section of the answer sheet is to be provided beyond the 3 hours of testing time.

The test is divided into two sections for examining two different basic kinds of linguistic skills: A. Listening Comprehension and B. Written Comprehension. Each section starts with a set of written instructions found in the test booklet and contains one or more sample items to explain to the student how to do the items in that section.

A. Listening Comprehension

This section is designed specifically to test the student's ability to grasp the meaning of literary Arabic utterances recorded on tape as would be required in lecture, speech, or newscast situations. Although this section contains three levels - Elementary, Intermediate, and Advanced - every student, no matter what level he may have attained, is encouraged to listen to the entire section, which requires 30 minutes for completion.

(1) This section contains a total of 18 utterances of increasing length and difficulty that will be played to the student from a tape.

(2) 20 multiple-choice comments or questions on the utterances for the student to read in the booklet and then complete or answer by marking with an X the correct choice on the answer sheet.

The student will be told on the tape in English, when each Arabic utterance is finished, to go on to the responses for that utterance. Of these 20 items, the first 8 are for the Elementary level; the next 7 are for Intermediate; and the final 5 are for Advanced.

B. Written Comprehension

The purpose of this section of the test is to evaluate the student's ability to understand the written aspects of Medieval as well as Modern Standard Arabic on various linguistic levels: phonological, morphological, syntactical, and semantic. It is divided into three different levels - Elementary, Intermediate, and Advanced. Each level in turn has four parts or subtests: Vocabulary, Grammar, Reading Comprehension, and Writing.

This entire section contains 80 one-point multiple-choice items, of which 20 are Vocabulary, 30 are Grammar, and 30 are Reading Comprehension, plus 3 writing items worth 20 points. Thus, the maximum points obtainable in the Written Comprehension section is 100: 37 of them on the Elementary level, 34 on the Intermediate, and 29 on the Advanced. The student will have 2 1/2 hours to work on this section. It is left completely up to him to use the allotted time for this section as he wishes, spending all of it on the Elementary level or distributing it over 2 levels or all 3.

Specific written instructions and sample items are given for each of the four parts of this section. However, instructions for the first three parts - Vocabulary, Grammar, and Reading Comprehension - are given once only at the beginning of those parts for the Elementary level; they are not repeated for the Intermediate and the Advanced levels. Instructions for the Writing part, on the other hand, are given at the beginning of that part for all 3 levels; and no sample items are provided. All instructions, samples, and items to be answered for the four parts are found in the test booklet. The first 3 parts are to be answered on the answer sheet. Supplementary blank sheets are provided for answering the Writing part.

1. Vocabulary

This part measures the student's knowledge of vocabulary words basic to both Medieval and Modern Standard Arabic. This is accomplished through using two types of vocabulary items. The first is the "selection" type in which a sentence is given with one or more words omitted and the student is asked to select from a list of 4 choices the one that best fits in the sentence. The second is the "substitution" type in which a sentence is given with one or more words underlined and the student is asked to select from a list of 4 choices the one that is the best synonym for the underlined portion of the sentence.

This part contains a total of 20 multiple-choice items divided into 3 levels: 8 for the Elementary, 7 for the Intermediate, and 5 for the Advanced. Of these 20, 9 are of the "selection" type and 11 are of the "substitution" type. Whenever necessary, the test committee used Jacob Landau's A Word Count of Modern Arabic Prose (1959) and McCarus and Rammuny's Word Count of Elementary Modern Literary Arabic Textbooks (1968) to check the frequency of lexical items.

2. Grammar

The purpose of this part is to measure the student's knowledge of basic Arabic grammatical structures and his ability to recognize them correctly. The same two types of items that were used in the Vocabulary part are used here; namely, the "selection" type and the "substitution" type. The only difference is that here grammatical structures rather than lexical items are being tested.

This part contains a total of 30 multiple-choice items divided into 3 levels: 12 for the Elementary, 10 for the Intermediate, and 8 for the Advanced. Of these 30, 23 are of the "selection" type, and 7 are of the "substitution" type.

3. Reading Comprehension

This part of the test is meant to evaluate the student's ability to grasp the meaning of the specific content of passages written in both Medieval and Modern Standard Arabic. This is done by giving the student a series of passages, each one accompanied by one, two, or three comments to be completed and/or questions to be answered on the content of the passage. These passages represent various types of Arabic writings, covering a variety of topics so that no student would have an advantage by being unusually familiar with a few topics that might appear on the test. In addition, the comments and questions on the passages are constructed in such a way that they could not be answered solely by prior knowledge of the subject-matter.

This part contains: a. a total of 17 passages ranging from simple to complex; b. 30 multiple-choice items divided into 3 levels: 12 for the Elementary, 10 for the Intermediate, and 8 for the Advanced. Of these 30, 17 are of the comment type and 13 are of the question type.

4. Writing

The purpose of this part is to test the student's ability to produce written Arabic, using basic vocabulary words and grammatical structures. This part contains a total of 3 items, one for each level. Since each item is different from the others, the instructions are given separately at the beginning of this part for each level. Three supplementary sheets are provided for answering the Writing items.

For the Elementary level the student is given a short paragraph in English and is asked to translate it into literary Arabic, making sure to include all final vowels. For the Intermediate level the student is given a list of 4 topics and is asked to choose one and then write an original composition on it of approximately 80 words. For the Advanced level the student is given two English essays - one of Medieval content; the other of Modern content - and is asked to select one and then summarize it in literary Arabic in about 100 words. The student is instructed that, in writing the composition and the summary, he should pay special attention to quality of content, continuity of thought, and correctness of grammatical structures. More detailed criteria for evaluating the writing items are provided for the teacher in Section III.

II. ADMINISTRATION OF THE TEST

Following are guidelines for administering the Arabic Proficiency Test, whether to one student or to a group of students.

1. Prior to the test the examiner should be certain that he has an adequate supply of test packets for all the students planning to take the test and some pencils for those who may forget to bring their own.

2. The examiner should also carefully read the Manual to Accompany Arabic Proficiency Test, for College Level and be thoroughly familiar with the description, administration, and scoring of the test to prepare himself to answer students' questions correctly and administer, score, and interpret the results of the test properly.

3. The examiner should not allow any student to bring with him into the examination room any dictionaries, textbooks, or sheets of paper.

4. Once everyone taking the test has settled himself in the examination room, the examiner should give each student a test packet containing an information-answer sheet, a test booklet, and supplementary blank sheets.

5. The examiner should instruct the students not to leave the examination room at any time before finishing and handing back to the examiner the entire contents of the test packet.

6. To begin the test, the examiner should request each student to fill out completely the information sheet, stressing the importance of supplying data concerning the number of years spent in the formal study of Arabic and the years and manner of informal exposure to Arabic. These data will greatly assist the test committee in evaluating test results and determining norms for levels of Arabic study.

7. The examiner should then have the students open their test booklets and read with them the General Instructions for the Student. He should then move on to the Listening Comprehension section and read the specific instructions and sample item for that section.

8. When the examiner is satisfied that the students all understand how to proceed with the Listening Comprehension section, he should play for them the taped part of the test.

9. Once the Listening Comprehension section is finished, the examiner should go on to the Written Comprehension section, reading the general instructions with the students.

10. The examiner should then inform the students that they are responsible for reading the specific instructions for the Vocabulary, Grammar, Reading Comprehension, and Writing parts of this section to themselves as they work through the test. The examiner, however, should make it clear that he will be readily available to answer students' questions about the mechanics of the test, instructions, or sample items.

11. Before telling the students to begin working on the Written Comprehension section, the examiner should remind them that they have $2\frac{1}{2}$ hours to spend on that section. After they start the test, he should inform them every half hour as to the amount of time remaining.

12. When the $2\frac{1}{2}$ - hour period has come to an end, the examiner should collect all the test materials, making sure that each test packet is complete before allowing any student to leave the examination room.

13. After the examiner has scored the answer sheets, he should read the following section of this Manual in order to know how to make use of the test results.

14. Once he has completed use of the test and has obtained the desired information, the examiner should return <u>all</u> test materials to:

Assistant to the Chairman
Department of Near Eastern Studies
The University of Michigan
3074 Frieze Building
Ann Arbor, Michigan 48104

The test committee is making this very special, urgent request because they wish to collate test results from all over the country in order to evaluate the test itself, to provide a basis for revising it in the future, and to have specific information useful for evaluating the teaching of Arabic language on the college level and making suggestions for its improvement.

III. SCORING OF THE TEST

The Answer Sheet is designed to provide a detailed and efficient assessment of 5 different skills at 3 levels. It contains responses to the 100 multiple-choice questions given in the test booklet. A correct response to a question is worth a single "point" toward a maximum of 120 points. Since there are only 100 responses recorded on the Answer Sheet, the remaining 20 points are alloted to the Writing skill. These points are divided according to the following table:

	LISTEN-ING COMPR.	VOCAB-ULARY	GRAM-MAR	READING COMPR.	WRITING	TOTAL
ELEMENT'Y. LEVEL	8	8	12	12	5	45
INTERMED. LEVEL	7	7	10	10	7	41
ADVANCED LEVEL	5	5	8	8	8	32
TOTAL	20	20	30	30	20	120 maximum

There is a total of 15 groups of responses which correspond to the 5 skills at the 3 levels. The responses are arranged on the Answer Sheet in blocks which correspond to the 15 groups. For convenience in scoring, the maximum number of points that could be earned in each is printed in the lower right corner of each block.

The total number of earned points for one level is obtained either by adding horizontally the points earned in each of the 5 skills, or by simply counting all the correct responses in this level. This total should be recorded in the extreme right block, labeled "TOTAL". Similarly, the total number of earned points for one skill is obtained either by adding vertically the points earned in each of the three levels for that skill, or by simply counting these points. This total should also be recorded in the bottom line labeled "TOTAL". The overall total of earned points is obtained either by counting ALL the correct responses, or by adding horizontally

the sub-totals for the 5 skills, or by adding vertically the sub-totals of the 3 levels. This overall total should then be recorded in the lowest, extreme right block on the Answer Sheet.

Scoring of the 100 multiple choice items in the first 4 skills is done by using a KEY which fits over the Answer Sheet. KEY #1 is punched to reveal only the correct responses for the 100 items, and to allow recording of the earned points. KEY #2 is provided for the 25 specifically medieval items, and is punched to reveal only the correct responses for these 25 medieval items.

The medieval test should be considered as a single group of questions. Scoring is therefore done by counting ALL the marks appearing through the punched holes of KEY #2. This total is divided by 25 (the maximum number of correct responses), the result is then multiplied by 100 to yield the Medieval Score.

The test, as a whole, is scored by using KEY #1. In addition, scoring of the writing section has to be done without a key, but rather according to the guidelines below. The 20 points alloted for this skill are divided as follows:

Level I:	a translation	(maximum: 5 points)
Level II:	an essay	(maximum: 7 points)
Level III:	a summary	(maximum: 8 points)

The guidelines are as follows:

** The TRANSLATION (level I) should be a faithful rendering of the passage translated.

** The SUMMARY (level III) should be just that, not a translation.

** The length of the writing section should be as requested.

** The types of sentences used should be varied, e.g., simple, complex, equational, verbal.

** The grammatical structures should be accurate.

** There should be clarity of ideas and coherence of expression.

** Spelling should be correct, and vocabulary should be properly used.

Now that all the earned points are determined, totaled and recorded, it is possible to evaluate the proficiency of the student, in the form of percentages to be summarized on the reverse side of the Answer Sheet. A percentage score is simply:

$$100 \times \frac{\text{earned points}}{\text{maximum points}}$$

Thus, for a given block, the earned number of points is divided by the maximum number of points which could be earned; the result is then multiplied by 100 to give the score (%) for that block. This percentage score should then be recorded in the appropriate block of the scoring table. Do not add percentages. An overall score is obtained by dividing an earned total by its possible maximum, and not by adding percentage scores.

The scoring (percentages) table provides an immediate numerical evaluation of the individual skills and level of proficiency in these skills. The accuracy of these scores in determining the proficiency on a 0 - 100 scale depends on the number of items on which the score (%) is based. Thus, a score (%) based on 5 items is much less accurate than the overall score (%) based on 120 items.

The various scores (%) may be divided into 4 groups of decreasing confidence in their accuracy.

Group 1. The over-all score based on 120 items

Group 2. The 3 over-all scores of the elementary, intermediate and advanced levels, in that order

Group 3. The 5 over-all scores for the reading comprehension, grammar, vocabulary, listening comprehension and writing, in that order

Group 4. The various individual scores of the 15 groups of items.

IV. RELIABILITY AND VALIDITY - FUTURE DEVELOPMENT

The answer sheet is designed to retrieve the maximum amount of information about the proficiency level of each student. It is hoped that this design will serve a number of purposes.

In addition to providing data on a student's proficiency in Arabic which will facilitate his or her placement in the appropriate class level, this Test will form the basis for development of norms of proficiency in Arabic against which the performance scores of succeeding students of Arabic may be interpreted. This, in turn, could serve as an aid in evaluating existing Arabic programs in the United States and C nada, and perhaps modify them.

Finally, it is hoped that the information received will lay the basis for developing a scale to determine the reliability and validity of the test itself. Test reliability concerns itself with the elements within the test. It is a measure of the stability of test scores and an indication of how free a score is from chance error introduced by the make-up of the test itself. Test validity has to do with how true the test is. It is a measure of whether the skills required to respond to the test items are a representative sample of the skills required to master the Arabic langua ge in U.S. and Canadian universities.

Reliability and validity of this test can only be measured if the Committee receives the data available on the Answer Sheet. It is thereby respectfully urged upon all the administrators of the test to submit the originals of the Answer Sheets at their earliest convenience to the Assistant to the Chairman, Department of Near Eastern Studies, The University of Michigan, 3074 Frieze Building, Ann Arbor, Michigan 48104.

V. SAMPLE QUESTIONS AND ANSWERS

Listening Comprehension

Sample Item

The utterance which will be read to you on tape is:

[اخبرني الاستاذ " زكي " انه سيحضر لزيارتي في المكتب بعد الظهر]

The comment based on this utterance is:

سأتقابل مع الاستاذ زكي :

and the four choices are:

ا • في مكتبه
ب • في المكتبة
ج • في مكتبي
د • في بيته

The choice that best completes the comment is في مكتبي
To show that this is the best answer, the letter (ج) has been marked for this sample.

Ex (ا) (ب) (ج) (د)

Answer the 20 items of this section in this manner.

Written Comprehension

A. Vocabulary

1. Selection-type item

Sample Item

صديقي " احمد" ..... لجريدة لبنانية.

The four choices are:

ا • معلم
ب • مراسل
ج • وزير
د • طبيب

Of these, the word مراسل fits best in the blank space and, therefore, the letter (ب) has been marked for this sample.

Ex. (ا) (ب) (جـ) (د)

2. Substitution-type item

Sample Item

هل تعلم ان والدى الآن في القاهرة ؟

The four choices are:

ا • تعمل
ب • تفكر
جـ • تذكر
د • تعرف

The word تعرف is the closest in meaning to تعلم in the question above; so the letter (د) has been marked for this sample.

Ex. (ا) (ب) (جـ) (د)

B. Grammar

1. Selection-type item

Sample Item

الطلاب الامريكيون ..... كثيرا .

The four choices are:

ا • يدرسون
ب • تدرسون
جـ • يدرس
د • يدرسوا

The correct answer is يدرسون ; so the letter (ا) has been marked for this item.

Ex. (ا) (ب) (جـ) (د)

2. Substitution-type item

Sample Item

قالت لي انها لم تكتب رسالة .

The four choices are:

ا . ستكتب
ب . لن تكتب
ج . ما كتبت
د . سوف لا تكتب

The most suitable choice equivalent to the structure underlined is ما كتبت ; so the letter (ج) has been marked for this item.

Ex (ا) (ب) (ج) (د)

C. Reading Comprehension

Sample Item

في السنة الماضية سافر " سليم " مع عائلته الى الاردن لمشاهدة بعض الآثار التاريخية هناك .

(١) متى سافر " سليم " الى الأردن ؟

ا . قبل ٣ سنوات
ب . قبل سنة
ج . هذه السنة
د . الشهر الماضي

The correct answer is قبل سنة because the passage says في السنة الماضية . Thus, the letter (ب) has been marked.

Ex. (ا) (ج) (د)

(٢) ذهب سليم الى الاردن :

ا . لزيارة عائلته
ب . لمشاهدة اصدقائه
ج . لزيارة اماكن مقدسة
د . لزيارة اماكن قديمة

The choice that best completes the statement above is لزيارة اماكن قديمة because the passage says that Salim went to see بعض الآثار التاريخية Therefore, the letter (د) has been marked here.

Ex. (ا) (ب) (ج) (X)

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Report on

ARABIC PROFICIENCY TEST, FOR COLLEGE LEVEL

Submitted by

Raji M. Rammuny, Director

The University of Michigan

Ann Arbor, Michigan

July 1974

U.S. Department of
Health, Education, and Welfare

Office of Education
Division of International Education

FL 006 485

I. INTRODUCTION

At the annual meeting of the American Association of Teachers of Arabic (AATA), held at Milwaukee, Wisconsin, on November 8, 1973, the AATA Board of Directors appointed a Test Committee to re-evaluate the 1967 Arabic Proficiency Test in the light of the current trends in the Arabic teaching profession. * The members appointed to the committee were Professors Salman Al-Ani (Indiana University), Najm Bezirgan (University of Texas), Sami Hanna (University of Utah), Darlene May (Southwestern at Memphis), and the undersigned as chairman.

The Committee discussed at length the content, objectives, and usefulness of the 1967 Arabic Proficiency Test. They unanimously recommended developing a new test rather than revising the old one in order to save time and future effort. Acting on this recommendation, a funding proposal was prepared and submitted to the U.S. Office of Education.

The application for support of the test stressed the development of a criterion-referenced test based on the following:

1. The criteria of Arabic grammatical features for both elementary and intermediate levels, as set by the Arabic Teachers' Workshop of 1966 and the Textbook Team that prepared Modern Standard Arabic. Intermediate Level in 1968. The Test Committee spent the first two working days re-evaluating these criteria, updating them, and adding items for the advanced level before beginning to collect data.
2. Word counts of Arabic textual materials, especially those used in elementary Arabic instruction in the U.S.A. and Canada. McCarus and Rammuny's Word Count of Elementary Modern Literary Arabic Textbooks (1968) and J. Landau's A Word Count of Modern Arabic Prose (1959) were used, whenever necessary, to check the frequency of some lexical items used in the test.
3. A wide variety of medieval and modern literary works from which were selected test items that reflect authentic use of the language.
4. The various skills observed in the teaching of Arabic today, namely: listening, reading, and writing.
5. The levels of Arabic achieved by the student rather than the number of years or contact hours spent in studying Arabic.
6. The results obtained from experimentation with the 1967 proficiency test.
7. The experiences of the members of the Test Committee, who represent different methods of training and backgrounds in language and linguistics.

* The 1967 Test Team, under the direction of Professor Peter Abboud, consisted of three members of the present Test Committee: Professors Salman Al-Ani, Sami Hanna, and Raji Rammuny. The fourth member was Professor Bill Cowan.

II. ACHIEVEMENT OF GOALS

The U. S. Office of Education grant greatly contributed to the achievement of the goals laid down in the original test proposal. We were able, during the period scheduled for the completion of the test project, to prepare the proposed test and its accompanying materials.

As was originally planned, work on the Arabic Proficiency Test started June 3, 1974, and lasted until July 7, 1974. The whole team worked during the period June 3-22, 1974, on (1) examining and updating the criteria of Arabic grammatical features, (2) collecting data needed for the construction of the test, (3) organizing the data collected, and (4) writing up the test items and general instructions to the student.

During the last phase of the project (June 24-July 7), the project director with the aid of Professor Darlene May and the two part-time assistants prepared the following:

1. The final draft of the test booklet.
2. A manual containing a description of the test, guidelines for its administration and scoring, as well as sample questions and answers.*
3. An information-answer sheet.
4. Two separate hand-scoring keys, one for the test as a whole and one for the specifically medieval items.
5. A tape recording of the utterances included in the listening comprehension section.

The newly prepared test consists of five content areas: (1) Listening Comprehension, (2) Vocabulary, (3) Grammar, (4) Reading Comprehension, and (5) Writing. The first four areas are measured through multiple-choice questions which lend themselves to objective scoring. These include fill-in-the-blank, substitution, completion, and question-answer. The writing section, however, is graded according to a number of suggested guidelines found in the section on Scoring in the Manual.

The reader is referred to the Manual for a detailed description of the test and its accompanying materials.

* Preparation of this Manual was not included in the project proposal.

III. SIGNIFICANCE OF THE TEST

As stated in our proposal, the newly prepared Arabic Proficiency Test will serve the field of teaching Arabic in a number of ways: First, it will provide data on students' proficiency in Arabic, which will help in evaluating their applications and placing them in the appropriate class level. Second, it will serve as an aid in evaluating Arabic programs in American and Canadian higher institutions and, thus, contribute to the improvement of Arabic instruction in general. Third, the results obtained from users of the test will form the basis for developing norms of proficiency in Arabic against which the performance scores of succeeding students of Arabic may be interpreted. Finally, the answer sheet of the test is designed especially to retrieve the maximum amount of information, which, in turn, will lay the basis for development of a scale to determine the reliability and validity of the test itself.

IV. RECOMMENDATIONS

The recommendations listed below are partly the outcome of discussions and suggestions made by the members of the Test Committee during their meeting in Ann Arbor to write the test, and partly the result of the director's own observations made during the test writing period and his experience as a teacher of Arabic over the last seven years.

1. Special efforts should be made by professors of Arabic in the U.S. and Canada as well as administrators of summer Arabic programs and Arabic Studies abroad to make use of the present test for their own individual purposes and for the benefits of the Arabic teaching profession in general.

2. An AATA Standing Curriculum Committee should be formed in order to re-evaluate existing Arabic programs throughout the country in view of the results to be obtained from using the current test.

3. A new Arabic textbook should be developed for the elementary level, based on (a) authentic actual materials selected from both medieval and modern literary works and (b) a blend of various methods and techniques. In order to save time and effort in the construction of such a textbook, it is recommended that Elementary Modern Standard Arabic (Peter Abboud, et al.) be extensively revised. This book in particular should provide the basis for the new test since it is based on Arabic grammatical criteria for the elementary level as drawn up by the Arabic Teachers' Workshops.

4. The final report of the Arabic Proficiency Test, for College Level should be read and discussed at the forthcoming annual meeting of the AATA to be held in Boston, Massachusetts, November 6-9, 1974.